DOCUMENT RESUME

ED 066 644 AC 012 792

AUTHOR	Linder, William W.
TITLE	Utilization of Nonprofessionals as Systemic Linkage in a Directed Social Change Program.
INSTITUTION	Mississippi State Univ., State College. Cooperative Extension Service.
SPONS AGENCY	Federal Extension Service (DOA), Washington, D.C.
PUB DATE	Jan 69
NOTE	78p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Action Programs (Community); Adult Educators; Attitudes; Behavior Change; Change Agents; *Disadvantaged Groups; Economic Disadvantagement; *Extension Agents; Home Economics Teachers; Living Standards; *Nonprofessional Personnel; Program Effectiveness; Research Reviews (Publications); *Rural Areas; *Social Change; Socioeconomic Background
IDENTIFIERS	*Mississippi

ABSTRACT

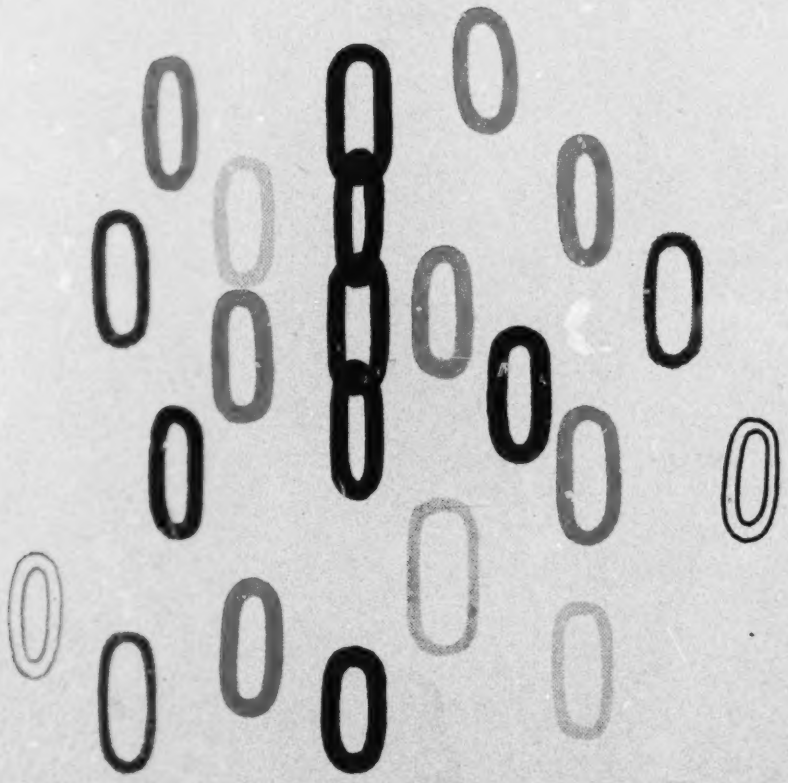
A Cooperative Extension Service action program in seven Mississippi counties, utilizing a nonprofessional approach to reach disadvantaged families with educational programs, is reviewed. Subprofessionals were utilized as systemic links between professional adult educators (home economists) and disadvantaged clientele. The report is divided into four phases. They are: (1) a socioeconomic description of home economists, Extension aides, and selected families being assisted in the pilot counties; (2) level of living index for the three groups; (3) an attitude study of home economists and Extension aides toward the poor; and (4) measurement of any changes in the practices of participating families as a result of the Extension aide efforts. The results indicated that behavioral changes did occur, and it is felt that these changes plus the establishment of working relationships are indicative of the effectiveness of systemic links as a means of creating change. It is suggested that these pilot study results indicate that action agencies should consider the use of aides as a means of expanding and strengthening program efforts for the disadvantaged. This type of program is thought to have meaning for rural sociologists by providing an opportunity to apply principles of the experimental design in a laboratory setting. (Author/JS)

ED 066644

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Utilization of Nonprofessionals

As Systemic Linkage In A Directed Social Change Program



AC 012 792

W.M. BOST, Director
Cooperative Extension Service, Mississippi State University

UTILIZATION OF NONPROFESSIONALS

AS SYSTEMIC LINKAGE

IN A

DIRECTED SOCIAL CHANGE PROGRAM

By

William W. Linder
Leader, Resource Development
Cooperative Extension Service
Mississippi State University
State College, Mississippi

January 1969

A special report on the Mississippi Pilot Project in Resource Development conducted with funds provided by the Federal Extension Service, U. S. Department of Agriculture

ACKNOWLEDGEMENTS

This report is a review of the utilization of Extension aides (nonprofessionals) in a pilot resource development project. The Federal Extension Service, U. S. Department of Agriculture made the necessary funds available, for which we are most grateful.

The seven county Extension staffs and the two district teams have been primarily responsible for the success of the project and for fine cooperation in gathering the information for this report. A special word of thanks is due to Mrs. Marjorie White and Mr. John Dale in Wilkinson County for doing the initial pilot work, to Mrs. Carmen Ronken, their District Home Economics Program Leader and to Mr. Thomas Loftin, Resource Development Specialist, who wrote the project proposal.

Appreciation is expressed to Mrs. Lillian O. Palmer, Resource Development Specialist, and Mr. Harry Rogers, Area Resource Development Agent, for doing the interviewing for this report. A special word of thanks is expressed to all home economists for their help in interviewing, filling out their own schedules, and their sincere interest in this developmental work. The interest and support of the county leaders is gratefully acknowledged.

A special word of appreciation is extended to Dr. C. Ray Sollie who provided consultation on design of the study, methodology and analysis. Appreciation is also expressed to Mrs. Dianne Thompson for editing, coding, and tabulating the schedules; to Mr. Albert McLaughlin for help in designing the coding procedures; to Mr. Larry Guin for help

on tabulation; to Mrs. Barbara Walker, Mrs. Vicki Neal and Mrs. Aileen Nash for their valuable typing assistance and other help; to Mrs. Willie F. Felder and her home economics staff for consultation and to Extension Administration for making the time and equipment available to prepare the report.

To the Communications Center staff, mimeograph and mail room staff, acknowledgement with thanks is extended because without their faithful service, this and other reports would not be possible.

TABLE OF CONTENTS

Section		Page
I.	Introduction	1
	Use of Nonprofessionals	1
	Underlying Concept	3
	Mississippi Aide Project	5
	Special Technique	6
II.	Purpose	10
III.	Procedures	11
	Selection of Sample	11
	Instruments	11
	Interviewing Procedures	12
IV.	Analysis of Results	14
	Introduction	14
	Socio-Economic Characteristics	15
	Education	15
	Age	16
	Organizational Membership	16
	Training Received Outside of School	17
	Receipt of Public Assistance	18
	Residence	19
	Home Ownership	20
	Summary	20
	Level of Living	21

Section Page

Attitude Survey..... 24

Summary Attitude Phase..... 38

Measurement of Change..... 39

Research Design..... 39

Data Collection..... 39

Data Analysis..... 40

Other..... 45

Reaching Disadvantaged Audience..... 45

Summary and Conclusions..... 46

Appendix A..... 48

Appendix B..... 52

Appendix C..... 56

Appendix D..... 70

References..... 76

LIST OF TABLES

Table		Page
1	Examples of subjects taught by Extension aides, Mississippi Extension Service Pilot Project, 1966-68	8a
2	Comparison of selected home economists, Extension aides and participating homemakers by level of education	15
3	Comparison of selected home economists, Extension aides and participating homemakers by age	16
4	Comparison of selected home economists, Extension aides and participating homemakers on organizational membership	17
5	Comparison of selected home economists, Extension aides, and participating homemakers on training received outside of school	18
6	Comparison of Extension aides and participating homemakers on receipt of public assistance	18
7	Comparison of selected home economists, Extension aides and participating families on length of residence in county	19
8	Comparison of selected home economists, Extension aides and participating families on home ownership	20
9	Comparison of selected home economists, Extension aides and participating homemakers, level of living index	22
10	Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides	25
11	Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 1	35

Table Page

12 Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 2..... 35

13 Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 3..... 36

14 Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 4..... 37

15. List of items made, as reported by participating homemakers, Extension aide program, Chickasaw County, Mississippi, April, 1969. (N= 23)..... 42

16. Use of recipes furnished by Extension aide, participating homemakers, Chickasaw County, Mississippi, April 1969. (N=23)..... 43

UTILIZATION OF NONPROFESSIONALS AS SYSTEMIC LINKAGE IN DIRECTED SOCIAL CHANGE PROGRAMS

SECTION I

I N T R O D U C T I O N

In recent years terms such as "poverty", "disadvantaged", and "low income" have become part of an everyday vocabulary referring to the 34 million Americans who for one reason or another can be categorized under one of those or similar definitions. A whole series of governmental and private programs have been developed to improve social and economic conditions for these people. Even so, many of the people and communities who need help most are not taking advantage of the help available because they do not know about it or do not understand it. The problem is particularly acute in rural areas. "Some 30 percent of our total population live in rural areas, but 40 percent of the nation's poor live there."(1) Actually 14 million of the 34 poor Americans are rural people.(2) Of this 14 million, 11 million are white; therefore, the problem is not a non-white problem alone.

USE OF NONPROFESSIONALS

The present study is concerned with the utilization of nonprofessionals in a public bureaucracy, the Cooperative Extension Service in Mississippi, to bring about directed social change among the disadvantaged. The background presented above is of particular interest since Mississippi is the second most rural state in the nation and has one of the largest percentages of non-white population of any state.

One of the problems faced by any organization in expanding its program to an audience of this size is sufficient manpower to do the job.

The Extension Service is no exception. A recent solution, which has been tried on a limited basis, is the use of nonprofessionals to reach clientele who heretofore have seemed unreachable. In November, 1964 home economists in four Alabama counties began working with two part-time program aides in a pilot project designed to develop and test methods and materials for use in an educational program for young homemakers living in low-income, rural areas.(3) In 1965 the Extension Service and the Housing Authority in Wilmington, Delaware set up a training course for "homemaking teachers" who were nonprofessional housing project residents. The graduates were employed by the housing project to teach good housekeeping practices to other residents.(4) Earlier, in 1962, the Milwaukee County Extension Service in cooperation with the Department of Public Welfare established a pilot training program for 50 relief recipients to serve as "Home Management Aides", teachers and not housekeepers.(5)

The trend to use nonprofessionals has been evident in a variety of organizations. In fact, Mary Dublin Keyserling, Director of Women's Bureau, U. S. Department of Labor said, "One of the important developments we can anticipate in the years ahead will be the more intensive analysis of how the nonprofessional aspects of many professional jobs can effectively be assumed by persons less highly trained, under adequate supervision. This will be especially true in the health fields....teaching and social work fields....and in the field of home economics."(6)

UNDERLYING CONCEPT

Various writers have written about the several aspects of poverty; what it is - where it is - and how to work with the people who are in

it. Michael Harrington in his book "The Other American", noted characteristics associated with poverty - fatalism, pessimism, apathy, defeat, alienation - and termed them collectively the "culture of poverty."(7)

Another writer suggests that Harrington's concept presents a very one-sided picture of the poor. He said he would "rather talk about different low-income cultures that include many different values and behavior patterns".(8)

The latter definition suggests that one might think of poverty in terms of a "social system or systems". Sorokin identified the significant element of social systems as "meaningful interaction of two or more human individuals by which one party tangible influences the overt actions or the state of mind of the other".(9) Therefore, we might think of the entire arena of poverty as a "social system" but just as correctly we might identify certain sections or elements in the arena as social systems in their own right. Obviously, society is filled with a multitude of "social systems" in which individuals seek to find status, roles, rights, and objectives (purposes) in daily living and by means of which they fulfill the imperatives of being persons".(10)

The concept of social systems has important implications for Extension workers and other educators or change agents. Beavers said, "The educator must adjust educational programs to the way of life of the various sub-cultures he is trying to reach. To be an effective planner, he must have some knowledge of the home life and aspirations of families".(11) Stated another way he must understand the social system within which he is conducting educational programs.

The Cooperative Extension Service has a long history of developing programs with people "where they are". Nevertheless, there is some feeling that communication between professionally trained Extension workers (college graduates) and the disadvantaged are not always as effective as possible. This alleged difficulty might be explained by the fact that communication between any two social systems is more difficult than it is within the system. Smith, in his book, Communication and Culture, states, "....Communication across group boundaries runs the danger - aside from sheer language difficulties - of being blocked by differential rules for the ordering of speech and thought..."(12)

In order to develop more effective programs with the disadvantaged the Extension Services have employed, in selected areas, aides or nonprofessionals to serve as a bridge between the professional and the disadvantaged. These aides were employed to serve as systemic-links between two social systems (Extension home economists and disadvantaged families). The aides potentially can fill this "linking" role since they are selected from among the disadvantaged. In this way they are able to use the same language and to know the social climate (customs, taboos, mores) of the community (social system). They can or will be trained adequately to communicate with professionals and absorb subject-matter training which can be relayed to the disadvantaged.

This paper is a review of a Cooperative Extension Service action program in seven (7) Mississippi counties using the nonprofessional approach of reaching disadvantaged families with educational programs. Two of the counties used men aides only and are not included in this report.

MISSISSIPPI AIDE PROJECT

In 1966 the Mississippi Cooperative Extension Service received special funds from the Federal Extension Service to conduct a pilot project in Community Resource Development. One aspect of the project was the use of sub-professionals or Extension Aides to help extend Extension educational programs to the "hard to reach" or "disadvantaged". Research shows that many of those hardest to reach with educational programs have limited education, low income and live in rural areas. Extension programs have long used the concept of helping people "where they are". Therefore, it was felt that the Extension Aide Program could best begin with the homemaker in a total family effort. This was felt to be especially true for non-whites since sociological studies have shown a predominance of matriarchal family patterns among non-whites in the South.

In choosing a county to begin this Pilot effort, Wilkinson was selected. It is a 100 percent rural county and 71.2 percent of the total population is non-white. The median family income in Wilkinson County was $1,982 in 1959 which ranks among the lowest in the United States.

The local home economist and county agent were especially interested in the pilot program which was another contributing factor of Wilkinson County being selected as the pilot county.

After the program had been in operation in Wilkinson County about six months, a meeting was held with neighboring county Extension staffs to explain the program and report the Wilkinson County progress. Most of these counties also have a very high rural population, a very high percent of non-white and are relatively low in educational and income

levels. A progress report was given at the meeting by the Wilkinson County home economist. This is significant because county Extension staffs seem to adopt programs or methods tried out by one of "their own" more rapidly than those passed down from State or National levels. Eventually the program spread to eight other counties and a total of 41 Extension Aides have been employed. Twenty-seven (27) aides are still on the program and those who have quit have done so for personal reasons such as moving out the county or obtaining a full time job.

Special Technique.--The method used in this Mississippi Extension Aide project differs significantly in one aspect from the procedures used in similar efforts in other states. In the Alabama special project undertaken in four counties using sub-professionals, the aides visited the families and provided information on a variety of subjects depending on the interest and needs of the homemaker.(13) In New York a small group of low-income women were taught a series of lessons on sewing, improved storage, food buying, and stain removal.(14) In a Missouri project the Leader Aides used (1) group teaching methods, (2) individual casework method and (3) a combination of group and casework.(15) The Missouri aides were responsible for initiating contact with the family and establishing themselves in the role of teacher counselor.

While the Mississippi aides had the responsibility of initiating contact with families and establishing themselves as teacher-counselors, their subject matter content was prescribed by the local home economist. This does not mean that information, as requested or needed by the homemaker was not given but on each visit the aide had a prescribed demonstration or activity to perform. After this was completed, each

individual teaching situation dictated the other information provided. Aide reports, both written and oral, were used by the home economist in selecting future demonstrations or activities. Group teaching was not attempted since evidence indicates that the clientele to be reached are traditionally nonresponsive to group meetings.

Procedurally the program operated as follows. The aides were selected by the county Extension staff. The cirteria for selection is included in Appendix A. After the aides were selected, the home economist held two or three training sessions to acquaint them with their job and to teach them a demonstration or activity. Methods of approach and effective ways of teaching disadvantaged clientele were included in the sessions. Aides shared effective and ineffective teaching experiences with each other. After the first meetings, the aides were instructed to select 25 or more disadvantaged families in their neighborhood with whom they would work. Families were selected in the aides' neighborhood because they would be from her "social system" and because transportation would not be required. No funds were used to pay travel for aides.

The first demonstration or activity was usually some kind of handicraft or as the home economist said, "making something pretty." Used coffee cans were used to make colorful food storage containers. Helpful hints were given on proper storage procedures. The homemakers seemed to look forward to the aides visit to "make something pretty" as much as they did the educational information.

On a specified date the aides met again with the home economist for evaluation of the previous months work and to receive training in

a new demonstration or activity. Since the aides were selected from the disadvantaged, it was often necessary to repeat the insruction to insure understanding. One approach used was to have each aide give the demonstration or activity to the other aides during the training session. This procedure would continue until each aide felt confident to teach the families in the subject matter. Examples of subjects taught are found in Table 1.

Each month the same procedures were used with a new subject. The aides would learn and then tell others (the families). The rationale for using this technique was that the aides would feel more comfortable in working with the families if they had a specific learning experience to provide. Also, since the aides had relatively low education they would be more able to understand and help in one specific area rather than attempt to be knowledgeable in several areas at once. Obviously, as the aides became more experienced and better trained they felt more comfortable in their teacher-consultant role on a number of subjects. Even so, the use of a single learning experience each month helps provide a sense of continuity and purposefulness.

A written "home visit" report was devised and required to be completed on each visit. See Appendix B for a copy of the form.

Table 1. Examples of subjects taught by Extension aides, Mississippi Extension Service Pilot Project, 1966-68.

Preparing a balanced meal
Use of powdered milk
Basic four food groups
How to measure ingredients
Roach and Waterbug control
Safe use of pesticides
Storage of grain foods
How to use food stamps
How to clean house properly
How to make cookie mix
Tips (on nutrition) for Teens
Pattern alteration
How to make your own deodorant
Distribution of low-cost receipes
How to wash and store woolens
Clothing construction
Importance of juicies in the diet
Tips for better cooking
How to make quality biscuit mix
First aide
Home beautification
Importance of milk in the diet

SECTION II

P U R P O S E

The purpose of this study is to review the utilization of sub-professionals as systemic links between professional adult educators (home economists) and disadvantaged clientele. The study has been divided into four phases.

1. Socio-economic description of home economists, Extension aides and selected families being assisted in the pilot counties.
2. Level of living index of home economists, Extension aides and selected families being assisted in the pilot project counties.
3. Attitude study of home economists and Extension aides toward the poor.
4. Measurement of changes (if any) in the practices of participating families as a result of the Extension aides efforts.

PROJECT III

P R O C E D U R E S

SELECTION OF SAMPLE

All Extension home economists and Extension aides in the seven counties where female non-professionals were employed were asked to respond to the structured schedules on socio-economic characteristics, level of living index and attitudes. A 25 percent random sample of the families was drawn. The sample was drawn in such a way that each of the seven counties was equally represented. Of approximately 650 families being assisted, 154 were interviewed. Only one of the seven counties was selected for the "measurement of change" section. Chickasaw County had five aides working with 113 families. A 15 percent stratified random sample of the families were selected to be interviewed.

INSTRUMENTS

An interview schedule was constructed to obtain selected socio-economic data on the home economists, Extension aides and participating families. It included items such as educational level, family composition, contact with Extension and income level. A copy of the schedule is found in Appendix C.

A level of living index was designed to include items representative of the types of things most rural people possess. Certain items were included on either extreme to give a wide range of possible scores. A copy of the index is found in Appendix D.

A set of 31 attitude statements was duplicated from a similar evaluation study by the Sociology Department of the University of Missouri. They were constructed so that four conceptual dimensions were present as follows:

1. Factor 1 is composed of items which generally place the blame for poverty on low-income people themselves.
2. Factor 2 includes items which imply that poverty is situational and that low-income people possess that status because of a failure of society to provide opportunities for them.
3. Factor 3 includes items which suggest that regardless of what is done there will always be poor people. It further suggests that low-income people themselves are resigned to low income status.
4. Factor 4 consists of items which are related to the desirability of government programs to alleviate poverty.

A questionnaire was constructed for the measurement of change section. The items were based on practices actually taught as reported in the aide's log and the county home economist's monthly report.

A copy of the survey instruments is found in Appendix E.

INTERVIEWING PROCEDURES

During the first three phases of this study, the Extension aides were assembled by the local home economist for a briefing session regarding the evaluation of the project. A State Extension staff member (the interviewer) was present and was introduced after the home

economist had described the reasons for the study and the procedures to be followed. The interviewer then made brief remarks about the study and explained the attitude survey which was to be given to the aides only by the interviewer. The attitude survey was administered to the Extension aides in a group situation. Upon completion of this step, arrangements were made by the interviewer to visit with each aide at her home in order to make plans for and visitation of the selected homemakers. Prior to this point in time, the local home economist had interviewed the Extension aides to secure the socio-economic and level of living information. The participating homemakers did not respond to the attitude questions.

All of the interviews conducted with homemakers were done by one interviewer except in one county where six aides were employed. Another interviewer was secured to help in this county because of the large number of interviews to be conducted.

The aides accompanied the interviewer to the homes to introduce her/him but did not participate in the interview.

In the final phase, measurement of change, the same interviewer returned to Chickasaw County to interview the same homemakers that had been interviewed for Phases I and II. About nine months time elapsed between the first interview and the second. The responses were recorded by the interviewer.

SECTION IV

A N A L Y S I S O F R E S U L T S

The data for this report will be reported separately for each phase. Part I of the analysis section will be concerned with Phase I, Socio-Economic Description, Part II will concern Phase II, Level of Living Index. Part III will report the results of Phase III, the Attitude Survey. Part IV will cover Phase IV, Measurement of Change.

INTRODUCTION

It is known that no two groups are exactly alike. However, they may be so similar, for certain purposes, the small differences are insignificiant. The concept "systemic linkage" assumes two or more systems with differences between the systems (groups). In the first three parts of this analysis section, we are interested in the differences, if any, between the Extension home economists, Extension aides and participating homemakers with regard to the following factors:

A. Socio-Economic Characteristics (Phase I)
   1. Educational Level
   2. Age
   3. Organizational Membership
   4. Training received outside of school
   5. Receipt of Public assistance
   6. Residence
   7. Home ownership

B. Level of Living (Phase II)

C. Attitudes (Phase III)

In the final analysis section we are concerned with any behavioral changes that may have been brought about through influence of the systemic link (aides).

SOCIO-ECONOMIC CHARACTERISTICS (Part I)

Education.--The degree of educational attainment influences the behavior of people in many ways. In an intensive study of differential acceptance of hybrid seed corn in two Iowa communities the earlier adopters were better educated.(16) Coleman in a study of contacts with Extension found a direct association between education and the extent of contact with Extension agents.(17) This, of course, points up the need for a "systemic link" to reach the unreached. Table 2 presents the distribution for the respondents by educational level.

Table 2. Comparison of selected home economists, Extension aides, and participating homemakers by level of education.*

Grade of school completed	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
7 or less	0	0	5	19.2	71	46.1
8 - 11	0	0	14	53.9	68	44.2
12 or more	13	100.0	7	26.9	15	9.7
Total	13	100.0	26	100.0	154	100.0

* Although tables show comparisons between all three groups, chi-squares are computed for aides vs homemakers and then for aides vs home economists.

It is not surprising that all home economists have 12 or more grades completed since having a B.S. in Home Economics is a prerequisite to employment. About 90 percent of the homemakers completed 11 or less grades as compared to 73 percent of the aides. More than 1/4 of the homemakers completed 12 or more grades as compared to 1/10 of the aides. A chi-square (X^2) was computed to determine the significance of the differences between aides and homemakers on level of education. (X^2 = 10.391 with 2 d.f.). It is highly significiant at the .01

probability level. As would be expected, the chi-square computed to determine the significance of differences between the aides and home economist was also highly significant (X^2 = 18.530 with 2 d.f.).

The aides, therefore, were different from both the home economist and the homemakers. They tended to be more like the homemakers than the home economist. In this respect the aides meet the "linking" criteria.

Age.--As a group, a larger percentage of the home economists were under 40; about one-half of the aides were aged 40-54 and almost 40 percent of the homemakers were 55 and over. Table 3 shows the distribution.

Table 3. Comparison of selected home economists, Extension aides and participating homemakers by age.

Age	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
Under 40	7	53.8	9	34.6	51	33.8
40 - 54	3	23.1	13	50.0	43	27.9
55 and over	3	23.1	4	14.4	59	38.3
Total	13	100.0	26	100.0	153*	100.0

* One homemaker did not respond to this question.

The distribution for home economists might have been expected since all home economists in the pilot counties were interviewed. In several cases the assistant home economists were recent college graduates and under 25 years of age. A comparison of the homemakers with the aides revealed about an equal percent under 40 (33 percent and 34 percent, respectively). Almost 40 percent of the homemakers were aged 55 and over as contrasted with only 14 percent of the aides. A chi-square (X^2) test

of significance was computed on the differences between homemakers and aides. It was found to be $X^2 = 6.887$ with 2 d.f. which is significant at the .05 probability level. The differences between aides and home economist was also significant at the .05 probability level. ($X^2 = 4.303$ with 2 d.f.). Again, the "linking" criteria is substantiated.

Organizational Membership.--The disadvantaged have been noted for their lack in attending group meetings. This has been cited as one of the reasons making it difficult to reach them with educational programs. Participation has been found to be positively associated with the adoption of farm practices.(18) Coleman, in a New York study, found that contact with Extension was positively correlated with the extent of participation in all organizations.(19) In view of these findings, one might expect the home economists to be the greater participators, then the aides and the disadvantaged homemakers to participate least of all. Table 4 gives the distribution.

Table 4. Comparison of selected home economists, Extension aides and participating homemakers on organizational membership.

Number of organizations	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
2 or less	4	30.8	9	34.6	103	66.8
3 - 4	6	46.1	12	46.2	44	28.6
5 or more	3	23.1	5	19.2	7	4.6
Total	13	100.0	26	100.0	154	100.0

A chi-square test was computed on the differences between the aides and the homemakers. ($X^2 = 11.3062$ with 2 d.f.) This difference is

highly significant at the .01 probability level. The chi-square test on the differences between aides and home economists was nonsignificant. For this factor, the aides were more like the home economist than they were the homemakers.

Training Received Outside of School.--Education has become a means of social and economic upward mobility. In addition to formal education, many workshops, short courses, clinics, and other short term training is available to adults. Continuing or adult education has shown a marked increase in recent years. Table 5 shows the distibution of the respondents in regard to training received outside of school.

Table 5. Comparison of selected home economists, Extension aides, and participating homemakers on training received outside of school.

Training received outside of school	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
Yes	7	58.3	10	38.5	20	13.2
No	5	41.7	16	61.5	132	86.8
Total	12*	100.0	26	100.0	152*	100.0

* One home economist and two homemakers did not respond to this question.

Home economists, as expected, received the most training outside of school. In fact, 100 percent probably should have responded "yes" to this question. There is a possibility that the question was misinterpreted. The Extension aides received more training outside of school than the homemakers but when a chi-square test was computed the differences were not found to be significant at the .05 probability

level. (X^2 = 12.3067 with 1 d.f.) The chi-square test for differences between the aides and home economist was also nonsignificant (X^2 = 1.236 with 1 d.f.).

Receipt of Public Assistance.--More participating homemakers received welfare or public assistance than did the Extension aides but the difference was not statistically significant. For this factor the aides were more like the homemakers than they were the home economists (X^2 = 3.398 with 1 d.f.). Table 6 shows the distribution.

Table 6. Comparison of Extension aides and participating homemakers on receipt of public assistance.

Receipt of public assistance	Aides		Homemakers	
	N	%	N	%
Yes	4	15.4	48	31.2
No	22	84.6	106	68.8
Total	26	100.0	154	100.0

Residence.--Almost 80 percent of the home economists have lived in the county of their employment under 15 years. In contrast, 85 percent of the aides and 90 percent of the homemakers have lived in their counties 16 or more years. Actually, slightly more than 55 percent of the aides and homemakers have lived in their counties over 35 years. This difference between these two groups and the home economists might be expected since the home economics positions in Extension require mobility and they cannot be employed in their home county. A chi-square test was conducted on the differences between the aides and the homemakers. It

was found to be nonsignificant at the .05 probability level (X^2 = .5454 with 2 d.f.). The chi-square for the differences between aides and home economists was significant at the .01 probability level (X^2 = 12.844 with 2 d.f.). The aides were more like the homemakers on this factor. Table 7 shows the distribution.

Table 7. Comparison of selected home economists, Extension aides and participating families on length of residence in county.

Length of residence in county	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
15 years and under	10	76.9	4	15.4	14	9.4
16-35 years	2	15.4	7	26.9	50	33.8
Over 35 years	1	7.7	15	57.7	84	56.8
Total	13	100.0	26	100.0	148*	100.0

* Six homemakers did not respond to this question.

When residence was viewed on the basis of living "in the country" or "in town" the data on the aides showed a 50-50 distribution. More homemakers, 55 percent, lived in town as did the home economists, 92 percent.

Home Ownership.--The data indicate that 70 percent of the home economists live in a house they own as contrasted with 42 percent of the aides and 35 percent of the homemakers. The distribution, as would be expected shows a reverse trend concerning living in a house or apartment rented. More aides live with parents or relatives than do homemakers. A chi-square was computed on the significance of differences between homemakers

and aides. It was found to be significant at the .05 probability level. The chi-square for the significance of differences between aides and home economist was nonsignificant (X^2 = 2.512 with 2 d.f.). On this factor the aides were more like the home economists. Table 8 shows the distribution.

Table 8. Comparison of selected home economists, Extension aides and participating families on home ownership.

Ownership of residence	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
House owned	9	69.2	11	42.3	54	35.1
House/apartment rented	4	30.8	11	42.3	85	55.8
With/parents or relatives	0	0.0	4	15.4	14	9.1
Total	13	100.0	26	100.0	154	100.0

X^2 = 4.6062 with 2 d.f.

Summary Socio-Economic Phase.--When compared with Extension aides on selected socio-economic characteristics, the home economists had completed more grades in school, and were younger. The home economists were more likely to have lived in their county a shorter period of time than the aides. Statistically there were no significant differences between aides and home economist on organizational membership, training received outside of school and home ownership.

When the Extension aides were compared with the homemakers, it was found that:

1. Aides had completed more grades of school

2. Aides were younger

3. Aides belonged to more organizations

On the other comparisons, there was no significant differences between the aides and homemakers on:

1. Training received outside of school

2. Receipt of public assistance

3. Length of residence in county

4. Home ownership

Overall the aides were more like the home economists on three characteristics and more like the homemakers on four. The aides were different from both the home economists and homemakers on two factors, age and education. An overall view would seem to depict them as a "link" between the two social systems described.

LEVEL OF LIVING COMPARISON (Part II)

American people often think of the "standard of living" but the phase "level of living" is a more meaningful one to use in reference to actual situations. Lowry Nelson states that "level of living" is denoted and measured by material possessions, although it is quite obvious to anyone that non-material considerations are also an important part of the content of family living.(20) In contrast the term "standard of living" refers to something which may or may not be attained but which is rather a goal to be striven. Schuler says that level of living means, "the content of goods and services utilized by a particular population sample limited with regard to space, time, and income."(21)

For comparative purposes, it is more meaningful to measure present circumstances of the respondents.

In this study we are analyzing the nonprofessional Extension aide as a "systemic link" between the professional home economists and disadvantaged families. We would assume that the aides would be different from the home economists since they were selected from the disadvantaged community. We also would assume that they might have a higher level of living index than the homemakers since one of the criteria for selection was that they be "of the community" but "a little above" so they could set a proper example. A level of living index was constructed consisting of 22 items that rural and small town people possess. It was coded in such a way that a homemaker could receive a maximum score of 25. Table 9 presents the results of the survey.

Table 9. Comparison of selected home economists, Extenson aides and participating homemakers, level of living index.

Level of living score	Home Economists		Aides		Homemakers	
	N	%	N	%	N	%
0 - 10	0	0	5	19.2	63	40.9
11 - 15	0	0	5	19.2	71	46.1
16 - 20	5	38.5	16	61.5	19	12.3
21 - 25	8	61.5	0	0	1	.7
Total	13	100.0	26	100.0	154	100.0

A chi-square test of significance of differences was used to determine if the distribution observed of aides and homemakers was statisticially significant. The X^2 was 34.8607 which is highly significant at the .01 level. The differences can be observed in Table 9

where all home economists have a level of living index score above 16, while 61 percent of the aides score above this level but only 13 percent of the homemakers. The chi-square test of significance of differences between aides and homemakers was also significant at the .01 probability level ($X^2 = 18.476$ with 2 d.f.).

In reverse, we find that 87 percent of the homemakers have a level of living index of 15 or below, compared to 38 percent of the aides and none of the home economists. A copy of the Level of Living Index instrument is found in Appendix D.

ATTITUDE SURVEY (Part III)

Attitudes affect job performance. Attitudes of members of a given social system are influential in helping that group relate to another group in another social system. Due to these assumptions it was decided to compare all of the home economists and Extension aides in the project on their attitudes regarding poverty and its causes. Hobbs,(22) in an analysis of homemaker aides' attitudes and attitude changes in a pilot program in Missouri, developed a series of 31 statements about various aspects of poverty and its causes. The statements require the respondent to indicate their degree of agreement or disagreement. In Missouri the statements were only administered to aides and at two points in time - one immediately following their training and again after they had been working with low income families for four months. Hobbs reported that "perhaps the most significant conclusion was the remarkable stability of the attitudes from the first testing through the

second." He indicated that no significant differences were found in the pattern of response between test period 1 (immediately following training) and test period 2 (following work experience) of any of 31 items.

In the present study, the primary objective is to discuss the utilization of Extension aides as "systemic links" between the disadvantaged and professional adult educators (home economists). It is assumed that there might be differences in their attitudes toward poverty and its causes. Further, since the aides were selected out of the disadvantaged group, it was felt their attitudes would be more nearly like the families being assisted.

Another important assumption was that the more similar one social group is to another in attitude, the more empathy can be established which will result in improved communication. Generally, there has been a feeling in the various poverty programs that people who have never experienced poverty cannot fully appreciate and understand the magnitude of the situation and its many ramifications. People who can "talk the language of the poor" or understand their attitudes can be more helpful in motivating them to make changes since they "understand".

Since Hobbs found remarkable stability of attitudes, and due to the time factor, the attitude survey was only administered once in the present study. At the time it was administered the Mississippi aides had been employed from six to 18 months. Table 10 reports the items and responses of the Mississippi home economists and Extension aides as compared to the response of the Missouri leader aides. The response of the Missouri leader aides after they had been working for

Table 10. Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides.

Statement		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1. People should try to be satisfied with what they have	E.A.	1	4.5	5	22.7	1	4.5	13	59.2	2	9.1
	H.E.	0	0.0	0	0.0	2	15.4	9	69.2	2	15.4
	M.L.A.	0	0.0	3	6.8	2	4.5	27	61.4	12	27.3
2. Most people who are poor have never really had a chance to prove themselves	E.A.	1	4.5	14	63.6	1	4.5	3	13.7	3	13.7
	H.E.	0	0.0	2	15.4	3	23.1	6	46.1	2	15.4
	M.L.A.	3	6.8	24	54.5	7	15.9	8	18.2	2	4.5
3. Most poor people have been the victims of a run of bad luck	E.A.	2	9.1	6	27.3	3	13.6	9	40.9	2	9.1
	H.E.	0	0.0	0	0.0	1	7.7	11	84.6	1	7.7
	M.L.A.	2	4.5	13	29.5	3	6.8	24	54.5	2	4.5
4. Any person who has good health and a good mind can get ahead today if he is willing to try	E.A.	8	36.4	11	50.0	1	4.5	0	0.0	2	9.1
	H.E.	2	15.4	10	76.9	0	0.0	1	7.7	0	0.0
	M.L.A.	13	29.5	26	59.1	0	0.0	4	9.1	1	2.3
5. Most people who are well off aren't very much concerned about those who haven't been as fortunate	E.A.	3	13.6	11	50.0	3	13.6	5	22.8	0	0.0
	H.E.	0	0.0	4	30.8	0	0.0	8	61.5	1	7.7
	M.L.A.	10	22.7	19	43.2	5	11.4	7	15.9	3	6.7
6. After a person has tried but hasn't been successful he just naturally gives up	E.A.	1	4.7	7	31.7	5	22.7	8	36.4	1	4.5
	H.E.	0	0.0	2	15.4	2	15.4	9	69.2	0	0.0
	M.L.A.	2	4.5	13	29.5	8	18.2	20	45.5	1	2.3

Continued

Table 10. Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides. (continued)

Statement		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
7. The problem with most poor people is that they lack ambition	E.A.	5	22.7	12	54.6	2	9.1	2	9.1	1	4.5
	H.E.	0	0.0	8	61.5	4	30.8	1	7.7	0	0.0
	M.L.A.	6	13.6	11	25.0	4	9.1	18	40.9	5	11.4
8. The major difference between those who are financially successful and those who are not is that successful people work harder	E.A.	3	13.7	11	50.0	1	4.5	7	31.8	0	0.0
	H.E.	0	0.0	6	46.1	1	7.7	6	46.1	0	0.0
	M.L.A.	6	13.6	6	13.6	3	6.8	17	38.6	12	27.3
9. Most poor people have been the victim of circumstances	E.A.	2	9.1	14	63.6	3	13.7	2	9.1	1	4.5
	H.E.	0	0.0	1	7.7	4	30.8	7	53.8	1	7.7
	M.L.A.	4	9.1	24	54.5	6	13.6	9	20.5	1	2.3
10. In most cases the community is as much to blame as anyone for the situation of low income people	E.A.	4	18.1	9	40.9	1	4.6	7	31.8	1	4.6
	H.E.	0	0.0	4	30.8	2	15.4	7	53.8	0	0.0
	M.L.A.	5	11.4	19	43.2	7	15.9	10	22.7	3	6.8
11. Having a good income isn't necessary for a family to be happy	E.A.	6	27.2	10	45.5	2	9.1	2	9.1	2	9.1
	H.E.	1	7.7	7	53.8	1	7.7	4	30.8	0	0.0
	M.L.A.	11	25.0	26	59.1	1	2.3	5	11.4	1	2.3
12. Unless you are born into a family with a good income it is virtually impossible to succeed	E.A.	1	4.5	3	13.6	2	9.1	13	59.2	3	13.6
	H.E.	0	0.0	0	0.0	0	0.0	9	69.2	4	30.8
	M.L.A.	1	2.3	1	2.3	1	2.3	22	50.0	19	43.2

Continued

Table 10. Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides. (continued)

Statement		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
13. Most poor people just don't care enought to try to improve themselves	E.A.	5	22.7	6	27.2	3	13.6	8	36.5	0	0.0
	H.E.	0	0.0	6	46.1	2	15.4	5	38.5	0	0.0
	M.L.A.	2	4.5	14	31.8	6	13.6	18	40.9	4	9.1
14. A majority of poor people feel the whole world is against them	E.A.	6	27.3	7	31.8	4	18.2	4	18.2	1	4.5
	H.E.	1	7.7	4	30.8	2	15.4	5	38.5	1	7.7
	M.L.A.	5	11.4	22	50.0	9	20.5	8	18.2	0	0.0
15. Poor people could do better if they really wanted to	E.A.	8	36.4	8	36.4	3	13.6	3	13.6	0	0.0
	H.E.	0	0.0	8	61.5	2	15.4	3	23.1	0	0.0
	M.L.A.	2	4.5	24	54.5	7	15.9	9	20.5	2	4.5
16. Poor people are generally too willing to blame others for their failure to make a good income	E.A.	6	27.3	11	50.0	2	9.1	2	9.1	1	4.5
	H.E.	2	15.4	9	69.2	0	0.0	2	15.4	0	0.0
	M.L.A.	7	15.9	26	59.1	5	11.4	6	13.6	0	0.0
17. Low income people feel generally that others take advantage of them	E.A.	5	22.7	6	27.3	4	18.2	6	27.3	1	4.5
	H.E.	0	0.0	9	69.2	1	7.7	3	23.1	0	0.0
	M.L.A.	5	11.4	23	52.3	8	18.2	8	18.2	0	0.0
18. There will always be poor people no matter what is done to help them	E.A.	6	27.3	12	54.6	2	9.1	1	4.5	1	4.5
	H.E.	1	7.7	9	69.2	3	23.1	0	0.0	0	0.0
	M.L.A.	10	22.7	20	45.5	9	20.5	4	9.1	1	2.3

Continued

Table 10. Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides. (continued)

Statement		Strongly agree		Agree		Undecided		Disagree		Strongly diagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
19. Generally speaking, poor people tend to be set in their ways	E.A.	3	13.6	10	45.5	1	4.5	8	36.4	0	0.0
	H.E.	0	0.0	10	76.9	2	15.4	1	7.7	0	0.0
	M.L.A.	5	11.4	21	47.7	7	15.9	11	25.0	0	0.0
20. Low income people have just as great an opportunity for success as anyone else; they just haven't taken advantage of it	E.A.	6	27.3	9	40.9	2	9.1	4	18.2	1	4.5
	H.E.	0	0.0	5	38.5	5	38.5	3	23.1	0	0.0
	M.L.A.	3	6.8	12	27.3	8	18.2	18	40.9	3	6.8
21. As a general rule, low income people are reluctant to accept new ideas	E.A.	5	22.7	14	63.7	1	4.5	2	9.1	0	0.0
	H.E.	0	0.0	13	100.0	0	0.0	0	0.0	0	0.0
	M.L.A.	6	13.6	19	43.2	5	11.4	14	31.8	0	0.0
22. Low income people are generally anxious to receive information and assistance which will help them improve their income	E.A.	7	31.8	11	50.0	2	9.1	2	9.1	0	0.0
	H.E.	1	7.7	2	15.4	3	23.1	6	46.1	1	7.7
	M.L.A.	8	18.2	24	54.5	8	18.2	4	9.1	0	0.0
23. It is a responsibility of society to do everything possible to help poor people achieve a higher level of income	E.A.	7	31.7	12	54.5	1	4.6	1	4.6	1	4.6
	H.E.	1	7.7	9	69.2	1	7.7	2	15.4	0	0.0
	M.L.A.	15	34.1	25	56.8	4	9.1	0	0.0	0	0.0

Continued

Table 10. Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides. (continued)

Statement		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
24. The government programs to reduce poverty are a good thing since most low income families are looking for ways to improve their life	E.A.	9	40.9	12	54.6	0	0.0	1	4.5	0	0.0
	H.E.	0	0.0	4	30.8	4	30.8	5	38.4	0	0.0
	M.L.A.	13	29.5	25	56.8	4	9.1	2	4.5	0	0.0
25. A major problem with low income families is that they do not plan ahead	E.A.	8	36.4	10	45.5	1	4.5	3	13.6	0	0.0
	H.E.	1	7.7	12	92.3	0	0.0	0	0.0	0	0.0
	M.L.A.	10	22.7	30	68.2	2	4.5	2	4.5	0	0.0
26. Many poor people do not mind being poor	E.A.	2	9.2	6	27.3	4	18.1	6	27.3	4	18.1
	H.E.	1	7.7	4	30.8	2	15.4	6	46.1	0	0.0
	M.L.A.	2	4.5	13	29.5	10	22.7	16	36.4	3	6.8
27. The poverty program can do a lot of good for low income families just by letting them know that somebody cares about them and their problems	E.A.	10	45.5	9	40.9	0	0.0	1	4.5	2	9.1
	H.E.	0	0.0	7	53.8	4	30.8	2	15.4	0	0.0
	M.L.A.	26	59.1	17	38.6	1	2.3	0	0.0	0	0.0
28. Low income programs should concentrate on young people and children since older people are too set in their ways to change now	E.A.	4	18.1	8	36.5	1	4.5	6	27.3	3	13.6
	H.E.	0	0.0	1	7.7	5	38.4	6	46.1	1	7.7
	M.L.A.	3	6.8	14	31.8	7	15.9	13	29.5	7	15.9

Continued

Table 10. Response to attitude statements by selected Extension home economists and Extension aides, Mississippi Resource Development Project, Summer, 1968, and compared to response of Missouri leader aides. (continued)

Statement		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
29. Low income families can be helped a lot by teaching them to make better use of what they have	E.A.	11	50.0	10	45.5	0	0.0	0	0.0	1	4.5
	H.E.	8	61.5	5	38.4	0	0.0	0	0.0	0	0.0
	M.L.A.	20	45.5	24	54.5	0	0.0	.0	0	0.0	
30. Being poor is not ry the fault of the poor people; it's the fault of the community and the society for not providing adequate opportunities	E.A.	6	27.3	8	36.5	4	18.1	3	13.6	1	4.5
	H.E.	0	0.0	1	7.7	2	15.4	8	61.5	2	15.4
	M.L.A.	8	18.2	12	27.3	10	22.7	13	29.5	1	2.3
31. Just providing an increase in income to poor people would not solve the poverty problem. It will be necessary to change attitudes and to increase their level of knowledge and training	E.A.	9	40.9	10	45.5	2	9.1	0	0.0	1	4.5
	H.E.	10	76.9	3	23.1	0	0.0	0	0.0	0	0.0
	M.L.A.	25	56.8	19	43.2	0	0.0	0	0.0	0	0.0

four months are shown for comparative purpose since the Mississippi aides had already been working when they responded to the survey.

In the Missouri study the responses to the attitude statements "indicate a pattern somewhat characteristic of upwardly mobile, Protestant Ethic adherents so characteristic of lower middle class Americans".(23) The statements which indicate this attitude pattern and some comments of comparison between the three groups tested are as follows:

Statement 1 - A substantial majority of the Missouri leader aides felt that people should not be satisfied with what they have. The Mississippi home economists tended to agree with this position as did the Mississippi aides. However, 27 percent of the Mississippi aides felt that people should be satisfied with what they have. None of the home economists gave this response and only 7 percent of the Missouri aides.

Statement 4 - A majority of the Missouri aides felt that anyone with good health and a good mind can get ahead if they were willing to try. The Mississippi home economists and Extension aides feel the same way.

Statement 7 - The Missouri aides responses indicated mixed feelings about the ambition of low income people. The Mississippi aides (77 percent) agreed that the problem with most poor people is that they lack ambition. The home economists also agreed (61 percent) but 31 percent gave a response of undecided.

Statement 8 - Approximately 30 percent of the Missouri aides felt that hard work differentiated the successful person from the unsuccessful. The Mississippi home economists had mixed feelings, 46 percent agreeing and 46 percent disagreeing. Sixty-four percent of the Mississippi aides agreed with the statement.

Statement 12 - All respondents seem to feel that the "rags-to-riches" story is still a possibility. The

Mississippi Extension aides, however, felt less so than the Missouri aides or the Mississippi home economists.

Statement 15 - Most of the respondents felt that poor people could do better if they really wanted to.

Statement 16 - A majority of all respondents felt that poor people were too willing to blame others for their lack of success.

In the Missouri study there was a rather general feeling that low-income families are rather traditional and are reluctant to change. The Mississippi study supported this position but on two of the statements used to determine this conclusion, the Mississippi Home Economists had an opposing position to the aides in Missouri and in Mississippi.

Statement 19 - Respondents from all three groups generally felt that low-income people are set in their ways. Home Economists felt more so than did aides.

Statement 21 - Again most felt that low income people are reluctant to accept new ideas. Mississippi home economists were 100 percent in this attitude, while 8[illegible] percent of the Mississippi aides agreed with this position as contrasted with 56 percent of the Missouri aides.

Statement 22 - A majority of the Missouri and Mississippi aides (72 percent and 81 percent, respectively) felt that low-income people are anxious to receive information and assistance which will help in improving their income. This is contradictory of their response to Statements 19 and 21. More of the Mississippi home economists felt that low-income people <u>are not</u> anxious to receive help.

Statement 28 - The Mississippi home economists tended to disagree with the idea to concentrate on young people since old people are too set in their ways to change. The Mississippi aides tended to agree with the statement. There was a mixed opinion by the Missouri aides.

In general, both the Mississippi and Missouri aides felt the various kinds of poverty programs are beneficial. The home economists tend to have a mixed reaction.

Statement 23 - All respondents agreed that society has a responsibility to help low-income people.

Statement 24 - The Missouri and Mississippi aides were almost unanimous (86 and 95 percent, respectively) in their feeling that government poverty programs are a good thing. Thirty percent of the home economists agree, 31 percent were undecided and 3[illegible] percent disagreed.

Statement 27 - All respondents agreed that the poverty program can do a lot of good for low-income families by letting them know that someone cares but the home economists were less strong in their feelings (54 percent agreeing as contrasted with 86 percent of the Mississippi aides and 98 percent of the Missouri aides).

The attitude scale developed for the Missouri study contained several different dimensions of attitudes toward poverty. Several of the items had very similar meanings and could be grouped together to form a "factor" for analysis purposes. Hobbs(24) to determine the different dimensions and those items which grouped together performed a factor analysis on the 31 items. He identified four factors or conceptual dimensions. They are:

Factor 1 - Composed of statements 4, 5, 6, 7, 8, 13, 14, 15, 16, 20, 21, 22. These statements generally place the blame for poverty on low-income people themselves. They suggest that low-income people lack ambition and initiative and that the key to economic success is hard work and perseverance. In general, these items reflect the Protestant Ethic attitudinal complex previously suggested.

Factor 2 - Composed of Statements 2, 3, 9, 10, 30. These statements imply that poverty is situational and that

low-income people possess that status because of a failure of society to provide opportunities for them. The statements suggest that low-income people have never had an opportunity. Compared to Factor 1, the statements in Factor 2 shift the blame for poverty from low-income people themselves to the community and society.

Factor 3 - Composed of statements 12, 18, 19, 23, 25, 26, 28. These statements indicate a fatalistic conception of the problems of poverty. They suggest that regardless of what is done there will always be poor people. The statements further suggest that low-income people themselves are resigned to low-income status.

Factor 4 - Composed of Statements 24, 27, 29. These three statements all relate to the desirability of government programs to alleviate poverty.

In the Missouri study, which was repeated in the Mississippi study, the responses included in each statement were scored on a five-point scale and summed through all of the statements included in the factor. The basis for scoring was determined on the basis of the sign of the factor loading for each statement.(25) As an example, all of the statements in Factor 1 had a positive sign except statement 22. Therefore, in scoring factor 1 a value of five was assigned to each "strongly agree" response, a value of four to each "agree" response and so on down to a value of one for each "strongly disagree" response. Statement 22 was scored in just the reverse so that a "strongly disagree" response was scored five. Using this procedure, each individual could possibly achieve a maximum score of 60 (12 x 5 = 60) whereas the minimum possible score would be 12. A similar scoring procedure was used for developing factor scores for each leader aide for each of the four attitudinal dimensions.

Table 11. Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 1.

Score (Possible 60) (Minimum 12)	Home Economists N = 13		Mississippi aides N = 22		Missouri aides N = 44	
	No.	%	No.	%	No.	%
25 - 29	1	7.7	1	4.5	2	4.5
30 - 34	5	38.5	7	31.8	12	27.3
35 - 39	7	53.8	6	27.3	12	27.3
40 - 44	0	0.0	4	18.1	11	25.0
45 - 49	0	0.0	3	13.7	5	11.4
50 and above	0	0.0	1	4.5	2	4.5
$\bar{x}$	34.07		37.81		38.20	

The higher a respondent's score on Factor 1, the greater the respondent's attitude exemplifies the Protestant Ethic and blaming the poor for a lack of ambition and perseverance. A higher percentage of the aides possess a stronger feeling on this attitudinal factor than the home economists. Thirty-six (36) percent of the Mississippi aides and 40 percent of the Missouri aides scored 40 or higher while none of the home economists scored 40.

Table 12. Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 2.

Score (Possible 25) (Minimum 5)	Home Economists N = 13		Mississippi aides N = 22		Missouri aides N = 44	
	No.	%	No.	%	No.	%
6 - 9	2	15.4	1	4.5	1	2.3
10 - 12	6	46.1	2	9.1	7	15.9
13 - 15	4	30.8	6	27.3	9	20.5
16 - 18	1	7.7	4	18.1	15	34.1
19 and above	0	0.0	9	40.9	12	27.3
$\bar{x}$	11.53		16.79		16.27	

The higher a respondent's score on Factor 2 the more he blames the community and society for failing to provide opportunities for low-income people. More than 50 percent of the Mississippi and Missouri aides scored 16 or more points out of a possible 25 points. Only about 8 percent of the home economists scored at this level. In fact, only one home economist scored 16. These scores would indicate that the aides blame the community and society more for failing to provide opportunities for low-income people than do the home economists.

Table 13. Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 3.

Score (Possible 35) (Minimum 7)	Home Economists N = 13		Mississippi aides N = 22		Missouri aides N = 44	
	No.	%	No.	%	No.	%
10 - 14	0	0.0	1	4.5	0	0.0
15 - 19	4	30.8	5	22.7	5	11.4
20 - 24	8	61.5	8	36.4	22	50.0
25 - 29	1	7.7	8	36.4	15	34.1
30 and above	0	0.0	0	0.0	2	4.5
$\bar{x}$	21.08		22.00		23.75	

Factor 3 concerns attitudes which indicate a fatalistic conception of the problems of poverty. Agreement with the seven statements tend to indicate that the respondents feel that there will always be poor people regardless of what is done. The higher the respondents score the more fatalistic the individual is about poverty and its potential solution. The Mississippi aides seem to be slightly less fatalistic than the Missouri aides and both are slightly more so than the home economists.

Table 14. Distribution of scores on attitudinal factors for selected Mississippi home economists and Extension aides compared with responses of Missouri leader aides, Factor 4.

Score	Home Economists N = 13		Mississippi aides N = 22		Missouri aides N = 44	
	No.	%	No.	%	No.	%
10 or less	4	30.8	2	9.1	0	0.0
11	5	38.4	0	0.0	4	9.1
12	2	15.4	6	27.3	12	27.3
13	2	15.4	4	18.1	8	18.2
14	0	0.0	3	13.7	12	27.3
15	0	0.0	7	31.7	8	18.2
$\bar{x}$	10.84		13.00		13.18	

Factor 4 is concerned with attitude toward governmental programs. The higher the respondent's score the more favorable disposed the individual is toward government poverty programs. Both the Missouri and Mississippi aides indicated more favorable response to governmental programs as helps in alleviating poverty than do the home economists.

Summary Attitude Phase

1. Aides tend to place the blame for poverty on low-income people themselves more than the home economists studied.
2. Aides tend to blame the community and society more for failing to provide opportunities for low-income people than do home economists.
3. Aides seem to be more fatalistic about the problems of poverty than the home economists.
4. Aides have a more favorable attitude toward governmental programs as help in alleviating poverty than do home economists.

MEASUREMENT OF CHANGE* (Part IV)

This section deals with the Extension aide program in one county (Chickasaw) and is, therefore, to be viewed as preliminary evaluation. Only one county of the seven in the project was selected for this final phase due to time and expense. Chickasaw County was one of the three counties in the program with five or more aides. It was close to the University and its program operated on a basis that made evaluation of the efforts during calendar 1968 feasible.

Research Design.--The basic research design required before and after measures of the use of certain homemaking practices, and in that respect approximated the classical experimental design. The before measure, represented as T_1 ($Time_1$) reflected the extent to which the practices were used by the homemakers before they were contacted by the aides. T_1 data was collected through the recall method. This provides an inherent limitation in interpreting the data.

The after measure, represented as T_2 ($Time_2$), represents the extent to which the practices were being used at the end of the trial period, that is, December, 1968.

Data Collection.--Data for the study were collected during interviews with a stratified random sample of 23 homemakers representing

---

* Development of this phase was jointly conducted with Dr. C. Ray Sollie, Extension Sociologist. Acknowledgment is extended to him for the major analysis work and a major part of the written report of this section.

approximately 15 percent of the total number of aide contacts. Interviews were conducted by a female Extension specialist assigned to Community Resource Development. A questionnaire was used during the interview and all responses were recorded by the interviewer.

Among the emphases of the Chickasaw County program were the following: (a) sewing--construction of new clothing, re-construction of used clothing, construction of materials for the home, and possession of a sewing kit; (b) sanitation--use of disinfectants and methods of storing clothing; (c) home food production--raising a garden, canning and other means of preserving food; (d) meal planning--shopping patterns; (e) health--possession of first aid kit. Specific questions relating to each of the above areas were covered.

Data Analysis.--This section focuses on the various teaching activities of the aides and the changes occurring in practice use between T_1 and T_2. Two points need to be made at the outset. First, it must be emphasized that the target audience, the homemakers, represented the very low income class in the state. It is almost impossible to appreciate the full meaning of this fact without intensive study of the cultural minutia of the class, but the life style that characterizes the class is a very important factor in action program planning.

The second point is that very few of the homemakers had experienced the type of relationship that exists between a change agent and a client. The significance of this fact is that program planners assumed a need to work toward establishing rapport with the target audience. To achieve

this objective, it was felt that only very simple practices should be taught in the beginning. Further, it was assumed that the aides themselves would be more effective teachers with practices that were relatively simple.

The results, therefore, was that the first repertorie of practices consisted of apparently simple ones which on the surface might seem insignificant in relation to the long range objective of a change agent-client relationship. The importance of this approach, however, became evident as the program progressed; homemakers grew to look forward to the aides' visits. Areas in which specific practices were taught are discussed below:

Sewing.--In the area of sewing it was found that 16 of the respondents did sewing. When asked about previous sewing practices, 8 of the 16 replied that they made more of the family's clothes after the aides' visits than before. Ten of the 16 indicated that they made more articles for the home after the aides' visits than before. Eight had made sewing boxes with the assistance of aides. Table 15 provides a list of the kinds of items made.

Sanitation.--In the area of sanitation, about 1/3 of the homemakers attributed the Extension aide with starting them using D-Con to keep mice and roaches out of the house. Other questions pertaining to sanitation did not elicit responses showing much change between T_1 and T_2. Nevertheless, homemakers in responding to a general question about new practices they had learned from the aides gave answers such as: "how

Table 15. List of items made, as reported by participating homemakers, Extension aide program, Chickasaw County, Mississippi, April, 1969. (N = 23)

Item	Number Times Reported
Aprons	10
Dresses	7
Quilts	6
Underwear	5
Sheets and Pillow Cases	4
Childrens Clothes	3
Gowns and pajamas	3
Pot holders	2
Patch	2
Hats	2
Skirts	1
Adult clothes	1
Doilies	1
Curtains	1

to clean windows," "how to clean walls," "insect control," "how to clean pots and pans," "how to clean refrigerator," "how to clean furniture," "how to make diaper pail," and "how to make waste basket."

Clothes Storage.--Only three (3) homemakers indicated that they changed their method of storing off-season clothing as a result of instruction from aides.

Home Food Production.--In the area of home food production, which included questions about home gardens and food preservation, the homemakers' response to interview questions indicated that very little change of practices had occurred between T_1 and T_2. Twelve (12) homemakers reported planting a fall garden but only one reported this as

the "first time" she had planted a fall garden. She did credit this change to the Extension aide.

It must be pointed out, however, that changes in practices relevant to this area require considerably more time than others and may require more investment of time and other resources than homemakers had available.

Meal Planning and Shopping Patterns.--Eighteen (18) homemakers indicated that they were using recipes provided by the aides. The two recipes remembered most frequently were "breads" and "cookies". More than 50 percent used them at least weekly (see Table 16). Only five homemakers indicated they had not changed their pattern of recipe use.

Table 16. Use of recipes furnished by Extension aide, participating homemakers, Chickasaw County, Mississippi, April 1969. (N = 23)

Frequency	Percent
Daily	8.7
1 - 3 times per week	47.8
Once a month	13.0
Twice a month	13.0
No response	17.4
Total	99.9

Aides also gave instructions in the use of the basic food groups in meal preparation, but this practice apparently did not "take" as well as some of the others. Fifteen homemakers stated that they used

these food groups in preparing family meals, but only six could name the groups and only two indicated that they had started using them after visits by the aides.

The inconsistency present in the responses may indicate a lack of the "need to know" feeling on the part of the homemaker toward understanding the basic four food groups and their importance in the diet. It may be that the terminology "basic food groups" was not recognizable whereas "meats", "bread and cereal", "fruits and vegetables" and "milk" might have been more readily understood. There is further evidence of a lack of communication when the responses to question 17 and 18 are considered. In answer to question 17, "What are the basic food groups?" 17 of the 23 homemakers could not name them. However, in responding to question 18, "Do you use these food groups in planning meals?" 15 of the 23 replied yes. In between these two responses, the interviewer (a professional home economist) probed to determine just what foods were being used by the homemaker. When they reported those comprising the basic four food groups they were told this information. Therefore, when they understood what was being asked they were able to give information which indicated positive results from the teaching effort (question 18). This kind of learning situation must have been considered when Spitze(26) suggested in a recent article that teachers of nutrition not begin with Basic 4 but use some new approaches to gain attention. In view of the Chickasaw County experience, future programs might consider this suggestion.

Other.--Activities of aides were not confined to those discussed above. They taught homemakers how to make and assisted them in making draperies, aprons, waste baskets, sewing boxes, cannister sets, needle and thread containers, racks for bills and other records, and vases from cans.

Reaching Disadvantaged Audience.--One of the underlying objectives of the project was to "reach the unreached," those who have not known about educational programs or have not taken advantage of them. From this standpoint, it would appear that the project has been very successful as can be illustrated by responses to certain questions regarding Extension participation. Twenty-one (21) of the 23 homemakers had not visited any Extension home economists office during the past two years. Twenty-two (22) said they did not belong to an Extension Homemakers Club. Only five reported listening to the home economists on the radio "some of the time." One reported listening "most of the time" (18 have radios). All five of those who listen report beginning to listen within the last year, three of them within the last 6 months. Only eight of the 23 homemakers take a weekly or daily newspaper. One reported reading the home economist newspaper article "all of the time," one "most of the time," three "some of the time" and three "little of the time."

The same pattern of participation exist with other services and organizations. Only six reported receiving shots from the County Health Department during the past two years, only one an examination and five chest x-rays. None reported receiving prenatal care and only four received aid from the Well Baby Clinic. Most of the homemakers

did not receive either food stamps or commodities, yet every Mississippi county participates in one program or the other. They were not members of PTA, Farm Bureau, Community Clubs, and only six reported being a church member.

Summary and Conclusions.--Were the visits of aides effective? To ask this question is to raise another--what degree of change must occur for a change agent to declare that his efforts were successful? If changes occurring in the use of certain practices between T_1 and T_2 are taken as the measure of effectiveness, it can be shown that aides were effective in varying degrees. For example, of the 16 homemakers who did sewing for their families and/or homes, eight reported that they were making more clothes for the family and 10 reported that they were making more articles for the home after the aides' visits. Only five homemakers reported that they had not changed their pattern of recipe use. Concerning some practices, practically no change was noted.

To use T_1 and T_2 measures as the only indicators of program effectiveness is to ignore or to overlook less tangible, but perhaps more important, changes. The value of establishing working relationships between the change agent and clients in the cultural milieu of this study can hardly be overemphasized, and narrative reports of the interviewer left little if any doubt that such relationships had been established. It is safe to conclude, therefore, that a "hard to reach" audience was reached. Behavioral changes did occur, and these changes, plus the establishment of working relationships, are

indicative of the effectiveness of systemic links as a means of creating change.

Based on the results of this pilot effort, indications are that action agencies should consider the use of aides as a means of expanding and strengthening program efforts for the disadvantaged.

For social scientists, particularly rural sociologists, this type of program provides an unusual opportunity to fulfill one of their much-desired goals--the opportunity to apply principles of the experimental design in a laboratory setting.

APPENDIX A

CRITERIA FOR SELECTION OF AIDES

Selection of aides was done by the various county Extension staffs. Criteria were not standardized from county to county but generally the following factors were considered:

Abilities

1. Ability to receive and benefit from training.
2. Ability to read, write and follow instructions.
3. Ability to communicate with low income audiences, especially ability to talk to people easily.
4. Demonstrated ability to work with people is desirable.

Attitudes

1. Sincere compassion and understanding for low income families.
2. Receptive to new ideas and to supervision.
3. Energetic and willing to work even when results are not immediate and when results are small.
4. Not easily discouraged or frustrated.
5. Appreciate benefits of an improved standard of living and willing to help families use what they have to their best advantage.

Other

1. Respected by friends and neighbors.
2. Acceptable personal appearance.
3. Acceptable recommendations.
4. Able to devote time to job.

APPENDIX B

REPORT OF HOME VISITS

COUNTY _____

Name of person making visit: _____ MONTH _____

Date	Name of Person Visited	Address	What Was Done in the Home Visit	Approximate Time Spent (By Hours)

Use Reverse Side for Additional Comments

APPENDIX C

Mississippi Extension Resource Development Department

Extension Aide Evaluation

Schedule

Name_____

Address_____

County_____

Interviewer_____

Date of Interview_____

Section I

FACTUAL INFORMATION ON THE FAMILY

Date_____

1. Name of Homemaker_____

2. Address_____

3. Do you live:

_____In the county

_____On a farm being operated

_____In country but not on a farm

_____In Town

_____In town with less than 2,500

_____In town of 2,500 to 10,000

_____In city 10,000 or over

4. Do you live:

_____In a house you own

_____In a house you rent

_____With parents or relatives

_____In a public housing apartment

_____In a non-public housing apartment

5. How long have you lived at your present address?

_____

6. How many times have you moved in the past five years?

_____

7. How long have you lived in this county?

_____

8. Are you:

_____married

_____widowed

_____divorced

_____separated

_____single

9. Do you have children? _____Yes _____No

a. If yes, how many? _____

b. If yes, would you please give me the name, age, and education of the children living at home?

Name	Age	Sex	Last grade of school finished
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

c. How many children do you have in school? _____

d. How many dropouts? _____

For each dropout, give name, where they live and what they are doing.

Name	Place Living	What Doing
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

10. Are any of your children members of a 4-H Club at the present time?

_____Yes _____No _____No. children between 9 to 21

If yes, how many?_____

If no, have any of them ever belonged? _____Yes _____No

If yes, how many?_____

11. Are any of your children members of:

FFA: _____Yes _____No _____How Many?

FHA: _____Yes _____No _____How Many?

YMCA: _____Yes _____No _____How Many?

YWCA: _____Yes _____No _____How Many?

Boy Scouts: _____Yes _____No _____How Many?

Girl Scouts: _____Yes _____No _____How Many?

Sunday School: _____Yes _____No _____How Many?

12. Names of other people in home other than wife, husband and children already listed.

Name	Age	Sex	Relationship
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

13. What grade of school did you finish?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

14. What grade of school did your husband finish?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

15. a. What does your husband do (main occupation)?_____

b. How many months has he worked during the past two years?_____

c. Does he live at home? _____Yes _____No

16. Do you do any kind of work outside the home? _____Yes _____No

If yes, what jobs have you held during the past two years?

Job	Length of Time

17. Have you had any training outside of school? _____Yes _____No

If yes, what kind of training?

_____

_____

_____

_____

_____

18. What is your age?

_____	Under 25	_____	45 - 49
_____	25 - 29	_____	50 - 54
_____	30 - 34	_____	55 - 59
_____	35 - 39	_____	60 - 64
_____	40 - 44	_____	65 or over

19. What organizations do you belong to or take part: First, do you belong to or attend church, etc.?

Name of organization	Member in past 12 months	Attended 1/4 or more meetings in past 12 months	Held office in past 12 months
Church			
Sunday School			
Other Church Organization			
Community Club			
Homemakers Club			
P.T.A.			
Eastern Star			
Heroines of Jericho			
Farm Bureau			
Others - list			

20. Have you or your family received any government payments or assistance during the past two years? _____Yes _____No

If yes, what kind?

_____Welfare (Public Assistance)

_____ADC (Aid to Dependent Children)

_____Unemployment Compensation

_____Workmen's Compensation

_____Social Security

_____Food Stamps

_____Commodities (Donated Foods)

_____Other (List)

_____ _____

_____ _____

21. Have you or your family received any help from the County Health Department during the past two years? _____Yes _____No

If yes, what kind?

_____Shots (innoculations)

_____Examinations

_____Chest X-rays

_____Birth Control Information

_____Prenatal Care

_____Well Baby Clinics

_____Other (list)

_____ _____

_____ _____

22. Have you visited any of the Extension Home Economists (Home Demonstration Agents) offices during the past year?

_____Yes

_____No

If yes, (for aides) did you visit before being employed as an Extension Aide?

_____Yes

_____No

If yes, (for families) did you visit before you were first contacted by the Extension Aide?

_____Yes

_____No

23. Do you belong to an Extension Homemakers Club?

_____Yes

_____No

If yes: a. About when did you join?_____

b. About what amount of the club meetings did you attend during the past year?

(1) None

(2) 1/4

(3) 1/2

(4) 3/4

(5) All

24. Do you hear the Extension Home Economist on the radio?

_____Yes

_____No

If yes: a. Do you listen _____All the time
_____Most of the time
_____Some of the time
_____Little of the time
_____None of the time

b. Approximately when did you start listening?_____

25. Do you read articles written by the Extension Home Economicst in the newspaper?

_____Yes

_____No

_____Do not take newspaper

If yes: a. Do you read her articles _____All the time
_____Most of the time
_____Some of the time
_____Little of the time
_____None of the time

b. Approximately when did you start reading them?_____

26. Would you please show me on this card the approximate amount of money your family (husband and wife) earns in a week?

_____Less than $20
_____$20 - $29
_____$30 - $39
_____$40 - $49
_____$50 - $59
_____$ 60 - $69
_____$ 70 - $79
_____$ 80 - $89
_____$ 90 - $99
_____More than $100

27. Do you have work every week of the year unless you are sick?

_____Yes

_____No

_____Does not work outside the home

If no, about how many weeks would you say you usually work per year?_____

28. Does your husband have work every week of the year unless sick?

_____Yes

_____No

_____No husband

If no, about how many weeks would you say he usually works per year?_____

29. Remarks

APPENDIX D

Section II

LEVEL OF LIVING

Date_____

Name of Homemaker_____

Address_____

1. What kind of house is this? (INTERVIEWER CAN ANSWER FROM OBSERVATION)

   1. _____Brick, stucco, or painted frame

   2. _____Unpainted frame or other

2. How many rooms do you have in this house? _____

   (Not counting bath, pantry, attic, etc.)

3. What kind of lighting do you have?

   1. _____Electric

   2. _____Other

4. Do you have a washing machine?

   _____Yes Is it automatic? _____Yes _____No

5. Do you have a clothes dryer?

   _____Yes

   _____No

6. What kind of refrigeration do you have?

   1. _____None

   2. _____Electric

   3. _____Ice

   4. _____Other Specify_____ _____

7. Do you have a radio?

   1. _____Yes

   2. _____No

8. Do you have television?

   1. _____Yes

   2. _____No

9. Do you have a telephone?

   1. _____Yes

   2. _____No

10. Do you have water piped into your house?

   1. _____Yes

   2. _____No

   IF NO, SKIP TO QUESTION 14

11. Do you have a bathtub or shower?

   1. _____Yes

   2. _____No

12. Do you have a kitchen sink?

   1. _____Yes

   2. _____No

13. Do you have an electric or gas water heater?

   1. _____Yes

   2. _____No

14. Do you have a home freezer?

    1. _____Yes

    2. _____No

15. What kind of cooking stove do you have?

    1. _____Electric

    2. _____Gas

    3. _____Coal

    4. _____Wood

    5. _____Other

16. What kind of heating do you have?

    1. _____Fireplace only

    2. _____Wood or coal heater

    3. _____Oil space heater or gas

    4. _____Floor furnace

    5. _____Central heat

17. Do you have a separate living room?

    1. _____Yes

    2. _____No

18. Do you have an automobile?

    1. _____Yes

    2. _____No

19. What about a truck?

    1. _____Yes

    2. _____No

20. Do you take a daily newspaper?

    1. _____Yes

    2. _____No

21. Do you take a weekly newspaper?

    1. _____Yes

    2. _____No

22. Do you subscribe to any magazines?

    1. _____Yes Which ones?_____

    _____

    _____

    _____

    _____

    2. _____No

REFERENCES

(1) National Advisory Commission on Rural Poverty, The People Left Behind, A report prepared by the Presidential Commission, (Washington, D. C.: U. S. Government Printing Office, September, 1967) p. 3.

(2) Ibid.

(3) E. B. Spindler, et.al., Part IV Pilot Study in Alabama, Program Aides Work with the Needy, Journal of the American Dietetic Association, L, (June, 1967), p. 483.

(4) Mary Dublin Keyserling, "Employment Opportunities for Women," paper read before the Forty-Third annual Agricultural Outlook Conference, Washington, D. C., November 16, 1965, p. 6.

(5) Milwaukee County Extension Service, Project OFF, A report prepared by the Home Economics staff (Milwaukee: Milwaukee County Extension Service, 1967), p. 2.

(6) Keyserling, op.cit., pp. 2-3.

(7) Michael Harrington, The Other American, (Baltimore: The MacMillian Company, 1966).

(8) Frank Riesman, "The Challenge: New Careers for the Poor," Proceedings of the American Home Economist Workshop, (Chicago, Ill., 1966), p. 205.

(9) P. A. Sorokin, Society, Culture, and Personality: Their Structure and Dynamics, (New York, 1947), p. 40.

(10) Charles P. Loomis and J. Allen Beagle, Rural Social Systems (New York: Prentice-Hall, Inc., 1959), p. iii.

(11) Irene Beavers, The Disadvantaged, Journal of Cooperative Extension, III (Winter, 1965), p. 236.

(12) Alfred G. Smith, Communication and Culture, (New York: Holt, Rinehart and Winston, 1966), p. 442.

(13) Spindler, op.cit., p. 484.

(14) Frank D. Alexander, Evaluation of Family Service Program, Clinton County, New York, A report prepared by the Office of Extension Studies, New York State Colleges of Agriculture and Home Economics (Ithaca, New York: Cooperative Extension Service, 1967), p. 19.

(15) Daryl Hobbs, Preliminary Report of Evaluation of Leader Aide Program, A report prepared by the Department of Rural Sociology, University of Missouri, (Columbia: University of Missouri, 1966), p. 2.

(16) Bryce Ryan and Neal Gross, "Acceptance and Diffusion of Hybred Corn Seed in Two Iowa Communities", Research Bulletin No. 372, (Cedar Falls, Iowa: Agricultural Experiment Station, January 1950).

(17) A. Lee Coleman, "Differential Contact with Extension Work in a New York Rural Community," Rural Sociology, XIV (September, 1951), p. 213.

(18) Kentucky Agricultural Experiment Station, Sociological Research on the Diffusion and Adoption of New Farm Practices, A report prepared by the Subcommittee on the Diffusion and Adoption of Farm Practices, The Rural Sociological Society, (Lexington, Kentucky: Agricultural Experiment Station, 1952), p. 3.

(19) Coleman, op.cit., p. 215.

(20) Nelson Lowry, Rural Sociology, 2nd. ed. (New York: American Book Company, 1952), p. 301.

(21) Edgar A. Schuler, "Some Regional Variations in Levels and Standards of Living," Rural Sociology, IX (June, 1944), p. 139.

(22) Daryl Hobbs, "Preliminary Report of Analysis of Homemaker Aides' Attitudes and Attitude Changes in Five North Central Missouri Counties", A report prepared by the Department of Rural Sociology, University of Missouri, (Columbia: University of Missouri, 1967), p. 7.

(23) Ibid.

(24) Ibid., p. 9.

(25) Ibid., p. 10.

(26) Hazel Taylor Spitze, "Teaching Nutrition to the Neediest," Journal of Cooperative Extension, Volume VII, Summer, 1969, No. 2, p. 97.

ERIC Clearinghouse

AUG 2 8 1972

on Adult Education